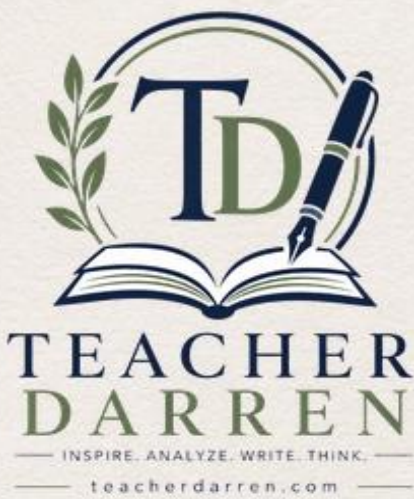
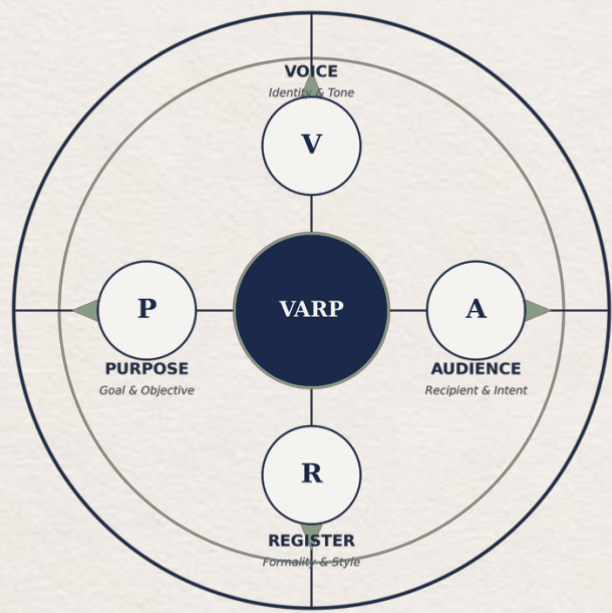




The Carter English Curriculum™

Reading • Writing • Thinking

Grade 9 – Cambridge IGCSE English Language (0500)



V A R P - Student Module

Voice – Audience – Register - Purpose

Carter English Curriculum

VARP Mini-Unit

Student Module

Complete This module by writing the answers in your class notebook.

DAY 1

Activity 1: Voice

Voice is the personality of a piece of writing. It reflects who is speaking, how they feel, and how they want readers to experience the story.

Even when two people describe the same event, their voices are usually different because they have different personalities, experiences, and attitudes.

Your Turn

Read the sentences below.

1. "I couldn't believe my luck!"
2. "The incident occurred at approximately 3:15 p.m."
3. "Once upon a time..."

For each sentence, answer:

- What kind of person might be speaking?
- How would you describe the voice?
- What words helped you decide?

Write your answers in complete sentences.

Activity 2: Audience

Audience is the person or group a writer wants to reach.

Good writers think about their audience before they begin writing because different readers expect different language, details, and explanations.

Your Turn

Imagine you are telling the same story to:

- your best friend
- your parents
- your English teacher
- a five-year-old

Choose ONE audience.

Write 4-5 sentences describing how you would tell them about finding a wallet full of money.

Activity 3: Voice and Audience Together

Voice and Audience work together.

Changing your audience often changes your voice.

The words you choose, the details you include, and even your personality on the page may all change.

Your Turn

Rewrite this sentence twice.

"I accidentally broke a classroom window."

Version One

Tell your best friend.

Version Two

Tell the principal.

After writing both versions, explain:

How did your language change?

Reflection

What did you learn about Voice and Audience today?

Write one paragraph.

DAY 2

Activity 1: Register

Register is the level of formality you choose.

Writers constantly adjust their register depending on who they are communicating with and the situation.

Choosing the wrong register can confuse readers or create the wrong impression.

Your Turn

Rewrite the message below three times.

"Can we talk?"

Write it as though you were speaking to:

- your best friend
- your teacher
- the principal

Afterward, explain which version was the most formal.

Activity 2: Purpose

Purpose is the reason you are writing.

Every piece of writing should have a clear purpose.

A writer might want to:

- entertain
- inform
- persuade
- advise
- describe
- explain

Knowing your purpose helps you choose the right words and structure.

Your Turn

Read each situation.

For each one, identify the most likely purpose.

1. You are writing a ghost story.
2. You are explaining how to plant a tree.
3. You are trying to convince students to recycle.
4. You are describing your favorite holiday.

Write the purpose beside each one in your notebook and explain why.

Activity 3: The Complete VARP

Before beginning any writing task, experienced writers ask four questions.

Who am I?

Who am I writing for?

How formal should I sound?

Why am I writing?

Answering these questions before writing makes your ideas clearer and more effective.

Your Turn

Complete the planning chart in your notebook.

Situation:

During lunch, a monkey escaped from the nearby zoo and climbed onto the school roof.

Copy and complete:

Voice:

Audience:

Register:

Purpose:

Now write one paragraph based on your decisions.

Final Reflection

In one paragraph, explain:

How will using VARP help you become a stronger writer this year?

Challenge

Think of a television show, movie, or book you enjoy.

Choose one character.

Describe that character's Voice, intended Audience (if they were in writing), likely Register, and Purpose in a paragraph.

Be prepared to share your ideas with the class.